Academic Program Review

Progress Report

Accountancy

Faculty: John Molson School of Business

Department: Accountancy

Year of Review: 2017

Implementation Plan Date: November 4, 2021

Progress Report Due Date: December 19, 2025

As part of the academic program review process and to report back to the Vice-Provost, Innovation in Teaching and Learning on the status of the recommendations brought forward in the Dean's Implementation Plan, the Department of Accountancy encloses the Progress Report detailing the status of the recommendations and other efforts towards continuous improvement.

In signing this document, the Chair confirms that this Progress Report has been presented to their Departmental Assembly (or its equivalent) per email prior to submission to the Faculty Dean.

Signed,

December 16, 2025

_____   _____
Matthäus Tekathen   Date
Department/Unit Chair

Instructions

The Progress Report is an opportunity for your Department to highlight efforts and achievements in operationalizing the Dean's Implementation Plan. It also prompts reflection and encourages continuous improvement within the Department. The outcomes of the Progress Report provide essential information and guidance for the Department's future academic program reviews.

The report is divided into five sections:

- In Section I: Recommendations, for each recommendation indicate the status (as of the Progress Report date) whether they have been Fully, Partially, or Not implemented and as applicable, briefly describe the impact of change, the progress and/or next steps.
- In Section II: Reviewing Enrolment and Student Data, the Department has an opportunity to explore their enrolment data from the last five academic years to determine whether their programs have seen growth, stability, or a decline.
- In Section III: Developments, Innovations, and Improvements, take an opportunity to outline any significant developments, innovations and/or improvements to your programs or the Department since your last academic program review.
- In Section IV: Continuous Improvement, the Department is invited to briefly outline Department's reflection on its overall strengths and areas of concern, its programs, enrolment, and/or curriculum, and how progress will be monitored.
- In Section V: Emergent Issues and/or Noteworthy Trends, the Department should reflect on and explore issues or trends which have had or may have an impact, whether positive or negative, on the Department, programs, enrolment, and/or curriculum.

For new programs (less than five years old): the Department is invited to critically evaluate and review the initial administration and resourcing of the program. This includes identifying gaps in current practices in addition to highlighting early achievements or successes of the program.

Length: Minimally, the report should be at least five pages excluding the cover page, instructions, and Section I (and appendices, if applicable). Answers should be honest, succinct, and complete.

Submission of report: Once the Progress Report has been approved by the Departmental Assembly (or its equivalent) the signed report must be submitted by the Department/Unit Chair to the Faculty Dean who then sends it to the Program Review Lead (program.review@concordia.ca).

Appendices: The Department/Unit Chair may include appendices for the Progress Report. For example, if additional data was consulted it must be included as an appendix.

Section I: Recommendations from Dean's Implementation Plan

Recommendation #1: Embed data analytics and IT skills throughout curriculum to align with changes in CPA Canada's education requirements.

Status of recommendation implementation (Fully, Partially, Not): **Fully**

Impact of change (for Fully implemented recommendations):
Summarize the main contributions of this recommendation to your Department)

The first set of changes from the 2020 CPA Competency Map have been implemented, increasing the analytical and technological competencies of our students.

In more detail, data analytics and IT skills have been embedded into undergraduate accountancy courses in the domains of assurance, financial reporting, and managerial accounting. In addition, the course on accounting and information technology has been revised to cover most recent trends in this domain, including artificial intelligence, blockchain, cryptocurrencies, and FinTech.

The department undergraduate curriculum committee has also developed course design principles to guide the process of updating, revising, or developing new accountancy courses. The course design principles reinforce the recommendation to embed data analytics and IT skills throughout the curriculum.

The graduate-level program has also embedded the data analytics and IT skills required as per the 2020 CPA Competency Map.

Ongoing

The second set of changes are associated with the new CPA Competency Map 2.0, which comes into effect in 2027, with the major revision of the CPA certification program. In preparation for 2027, accountancy courses continue to be updated, and new courses added to reflect the increased level of data analytics and IT skills required by the new CPA Competency Map 2.0.

Recommendation #2: Update relevant recent experience and technical skills across teaching staff as required to deliver the learning objectives in data analysis and IT.

Status of recommendation implementation (Fully, Partially, Not): **Fully**

Impact of change (for Fully implemented recommendations):
Summarize the main contributions of this recommendation to your Department

The department has initiated the Train-the-Trainer Series for faculty and doctoral students in 2022. The ongoing series covers emerging topics and trends in a workshop-format. The previous eight workshops included multiple trainings on data analytics and IT topics.

In addition, the department has initiated Teaching Knowledge Exchange workshops to collectively share practices and recent experiences.

Furthermore, course-specific training is offered when needed as part of the instructor onboarding process to new, updated, or revised courses. As an example, a multi-session onboarding training has been organized for all instructors who taught the redesigned managerial accounting course, which embeds data analytics and IT into the courses. As another example, additional resources were provided to the instructors in the graduate-program to deliver the learning objectives in data analysis and IT.

These initiatives have contributed to the continuous development of faculty members and the sharing of subject matter expertise across faculty members in the department. The department will continue with its training and faculty development efforts for faculty in this and related domains.

Recommendation #3: Bridge gap between coursework and industry jobs.

Status of recommendation implementation (Fully, Partially, Not): **Partially**

Progress (for Partially implemented recommendations):
What specific actions have been taken?

The accounting profession is operating in a changing business environment that requires continuous effort to stay current and relevant as a profession. In response, the CPA Order released the new CPA Competency Map 2.0, which seeks to bridge the gap between the CPA training and the evolving competencies that are required in industry. As part of the expected 2027 launch of the new CPA certification process, the department is currently preparing the

integration of the new set of competencies into its programs. The program-level changes have been completed on the department-level, which will be followed by moving to the course-level (e.g., course development, redesign, and updates) in the next phase.

Furthermore, the department has increased the number of experiential learning opportunities for students in the undergraduate program by adding more case-based teaching, software usage, simulations, and educational games to courses. The graduate program has already been focusing as a professional CPA program on a case-based teaching methodology that prepares learners for their future professional careers in accountancy.

Recommendation #4: Conduct a comprehensive benchmarking analysis.

Status of recommendation implementation (Fully, Partially, Not): **Fully**

Impact of change (for Fully implemented recommendations):

Summarize the main contributions of this recommendation to your Department)

The department conducted a comprehensive benchmarking analysis of its programs across Quebec, Canadian, and selective US accountancy programs. The benchmarking for the CPA program led to initiatives, such as offering accelerated CPA courses as well as exploring further program innovations as part of the 2027 redesign of the CPA program (e.g., optional master-degree top-up to the Graduate Diploma, recognition of qualifying CPA work experience).

The insights from benchmarking undergraduate accountancy programs have informed the planned update to the Major in Accountancy for 2027 and led to piloting initiatives, such as the Integrated ACCO Major-CPA Pathway as well as the recognition of prior learning.

Recommendation #5: Develop or obtain and modify high quality CPA case materials.

Status of recommendation implementation (Fully, Partially, Not): **Partially**

Progress (for Partially implemented recommendations):
What specific actions have been taken?

The development or obtainment of high-quality CPA case materials remains an ongoing effort. Instructors are continuously developing and updating case materials and other cases are obtained from third-party providers.

New cases and resources will be required that reflect the subject areas covered in the CPA Competency Map 2.0 under the new CPA certification program, starting in 2027. This includes anticipated changes to the type of cases used in the CPA training and examination. These changes lead to a significant undertaking for the coming year(s) to create high quality CPA case materials, update existing case materials, as well as to obtain new CPA case materials.

In addition to high quality CPA case materials, the department needs to develop or obtain CPA-aligned multiple-choice questions and integrate them into relevant courses to prepare students for this new assessment component in the CPA certification program.

Recommendation #6: Collect and communicate information on student success.

Status of recommendation implementation (Fully, Partially, Not): **Fully**

Impact of change (for Fully implemented recommendations):
Summarize the main contributions of this recommendation to your Department)

The ongoing collection of information on student success informs the continuous improvement of the accountancy programs. In particular, the information on student success is used to plan and further develop the CPA exam preparation in the graduate program.

The Department undertook significant efforts to systematically gather comprehensive student feedback from both the undergraduate and graduate CPA programs, utilizing surveys and dedicated discussion meetings with students. This detailed data collection was essential for identifying program strengths and areas for continuous improvement. The scope of the student feedback obtained covered critical operational and academic areas, including, among others, course delivery mode, course resources and technology, program scheduling, and available external resources.

Furthermore, the department has increased its efforts in communicating student success, including displaying student success in the ACCOmplishment Gallery, adding a new award for the outstanding teaching assistant of the year, and fostering email as well as social media communications on this subject matter. These efforts in featuring student success are shared across units in the university, including, among others, Career Management Services, Recruitment, Student Life, University Communications Services, and University Advancement.

In addition, the department actively promotes external recognition opportunities, such as application deadlines for CPA student awards or funding opportunities from companies and other external organizations. This increased the number of students in the programs who are benefitting from external recognition opportunities.